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ABSTRACT

The opportunity to establish a statewide data baseline, beginning with the first year that the modern area vocational center concept was implemented in Vermont, provided the basis for this study. A project was undertaken to (1) field test, on a state-wide basis, a model for collecting and analyzing followup data on graduates from Vermont's vocational education programs, and (2) to develop a followup data file. The data file was developed based on a 41 percent return of usable former student survey forms. Appended materials make up one-half of the document and include: list of participating schools, data collection forms and manual, and the student data survey form. (Author/VA)

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CAREER DEVELOPMENT PATTERNS OF VOCATIONAL PUPILS GRADUATING OR LEAVING SCHOOL 1967, 1968, 1969, 1970

ED 112 198

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FEBRUARY 1975

The research herein was performed pursuant to contract No. C-71-1 with the Vermont Division of Vocational and Technical Education Research Coordinating Unit. Contractors are encouraged to express their professional judgment. Points of view or opinions stated do not necessarily represent official positions of the Division of Vocational and Technical Education.

(VT 102 150)

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MONTPELIER, VERMONT 05602

ABSTRACT

CAREER DEVELOPMENT PATTERNS OF VOCATIONAL PUPILS

GRADUATING OR LEAVING SCHOOL

1967, 1968, 1969, 1970

OBJECTIVE

This project was undertaken to (1) field test, on a statewide basis, a model for collecting and analyzing follow-up data on graduates from Vermont's vocational education programs, and (2) to develop a follow-up data file beginning with 1967, the initial year of operation of Vermont's area vocational center thrust.

FINDINGS/RECOMMENDATIONS

The data collection and analysis technique developed in this project was effective. A data file was developed, based upon a 41 percent return of usable student survey forms.

Computer printed mailing labels are available for all students whose survey forms were delivered by the U. S. Postal Service. Data printouts can be generated for:

All schools, all service areas, all years
All schools, all service areas, each year
All schools, each service area, all years
All schools, each service area, each year
Each school, each service area, all years
Each school, all service areas, each year
Each school, each service area, all years
Each school, each service area, each year

It is recommended that the State Department of Education should place a high priority on implementing a longitudinal follow-up study of vocational students. And follow-up survey data should be interpreted as showing trends in career development patterns, rather than absolute truths.

CAREER DEVELOPMENT PATTERNS OF VOCATIONAL PUPILS GRADUATING OR LEAVING SCHOOL 1967, 1968, 1969, 1970

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PREFACE

The opportunity to establish a statewide data baseline, beginning with the first year that the modern area vocational center concept was implemented in Vermont, generated the concept of this research project. Few, if any, states have available to them the opportunity to conduct a continuing, longitudinal study of what has happened to students completing vocational courses based upon a record of all students who have graduated from or left high school after enrolling in at least one vocational course.

This project had a number of setbacks, and required a longer time period to complete than originally projected. But, through the cooperation of the funding agency, the University of Vermont computer support staff, and others, the major goals have been met. The difficulties were not in the project design.

The researcher wishes to recognize the contributions of Mr. John Winn, Research Assistant; Mr. Charles W. Bigalow, Coordinator of Computer Services, UVM; Mr. Kenneth Lewis, research aide; Mr. Joseph P. Kisko, Director, Vermont Research Coordinating Unit; Maxine Rogers, secretary. As always, the numbers of individuals who provided invaluable assistance in this project are too numerous to mention individually. Special thanks go to the area vocational center directors, vocational guidance coordinators, school principals, local education agency personnel who collected data, the parents of students, and the students themselves.

Gerald R. Fuller
Project Director

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CAREER DEVELOPMENT PATTERNS OF VOCATIONAL PUPILS GRADUATING OR LEAVING SCHOOL 1967, 1968, 1969, 1970

INTRODUCTION

A person is a complex being, living in a complex environment. The influences upon a student while in school are legion; the school is but one factor, and vocational education is only a part of a person's total schooling.

Still, the evaluation of instructional results in vocational education has been delimited to an examination of what a person does immediately upon graduating from, or leaving high school. While this statistic may be important, and is strongly endorsed in State and Federal policies, it fails to recognize the influences over which vocational education has little or no control.

A strong argument can be made against vocational education exerting an unduly restrictive influence upon the goal setting and value clarification processes of students. Yet, the traditional evaluation criterion applied to the human product of vocational education is whether or not the person immediately enters an occupation associated with the specific vocational instructional program. Can and should vocational education be required to guarantee its human product will meet this traditional criterion?

More realistically, the evaluation of instructional results must be approached from the standpoint of a longitudinal study. Examined over a period of time, the effects of education become more evident. Through the examination of career development patterns, the effectiveness of vocational education may be better assessed.

Through the use of a longitudinal study approach, educators will be able to look beyond whether a student is employed upon high school graduation in an occupation for which trained. Evaluation of instruction will become person oriented rather than subject matter or industry oriented.

Purpose

Vermont is in a position to initiate a longitudinal study of career patterns of students, beginning with the first year the modern area vocational center concept was implemented (1967). This project was undertaken to field test, on a statewide basis, a model for collecting and anlayzing follow-up data on graduates and dropouts from Vermont's vocational education programs.1/ And to develop a follow-up data file beginning with 1967, the initial year of operation of Vermont's area vocational center thrust.

Central Agency Approach

The most efficient approach to a continuing statewide follow-up data collection and analysis program in a state such as Vermont is to locate the activity in a central agency.

1/ Fuller, G. R., A Model For Collecting and Analyzing Follow-up Data on Graduates and Dropouts of Vocational Education in Vermont. Montpelier, Vermont: Research Coordinating Unit, State Department of Education, March 1972, 26 pp.

The data collected each study year will be compatible, and like data will be received from each local education agency.

A longitudinal study requires a data base of significant size when approached on a statewide basis. A central agency will have the necessary computer capability to store and analyze the constantly growing data base.

The centralization of the data base provides a potential for making a variety of comparisons of career development patterns on a statewide basis. Yet, each local education agency has access to data specific to their own school district. And each local education agency has the capability to conduct side studies to supplement the statewide study.

Scope

The project attempted to identify 100 percent of the students who graduated from or left high school after completing at least one funded vocational education course in Vermont during 1967, 1968, 1969, or 1970. By working with the 29 Vermont schools listed as offering vocational education courses, a total of 3,925 students were identified.

The project attempted to collect follow-up data from each of the 3,925 students by means of a mailed survey. A total of 1,652 usable survey forms were generated, a 42.1 percent rate of return. A computer based data file was generated to store the information obtained from the 1,652 respondents.

PROCEDURES -- LOCAL EDUCATION AGENCIES

The research staff members met three times with vocational directors and with vocational guidance coordinators to explain the project and the procedures to be followed. A letter soliciting the cooperation of administrators, co-signed by the Vermont Director of Vocational-Technical Education and the project director, was mailed prior to visitations to local education agencies.

Identification of Schools

A list of all Vermont high schools, both public and private, offering vocational education courses in 1967, 1968, 1969, and 1970 was obtained from the State Department of Education. A few attendance centers that had offered vocational education during one of the survey years were no longer in operation. The current locations of records for schools no longer in operation were determined. A total of thirty schools were identified for inclusion in this project. (See Appendix A.)

Data Collection Instruments

Data collection forms for use by local education agencies were developed, based upon a previous research project. Form I was developed to collect the names of individual students, the name of their parent or guardian, and the last known mailing address. Form II was designed to collect data regarding each student's vocational program and their "school leaving" status. A total of 1,000 copies of each form were printed. (See Appendix B.)

An instructional manual for use by local education agency personnel was prepared. This document outlined the procedures to be followed at the local school to insure the data collection forms would be completed properly. (See Appendix C.)

Data Gathering

A listing of courses, identified as being vocational, was developed and verified with the State Department of Education. U. S. Office of Education standard code numbers were assigned to each course.

Each school was given an identification number. The school code numbers corresponded with the standard State Department of Education identification numbers.

The research assistant made initial telephone contacts to set up appointments with the area vocational center director in each school in the project, or the principal in non-center schools. Orientation conferences of twenty minutes to two hours were conducted at each school.

The data forms were completed by school personnel. The project reimbursed each school on an hourly rate for the time of the personnel involved. A total of 256.5 hours were needed to complete the data forms, at a total cost of $638 to the project.

It is necessary to mention that a variety of student record keeping systems were found. Some schools were able to provide the needed data with little difficulty, while other schools had to make time consuming searches for the information. The research assistant made a number of follow-up visits to several schools.

Upon completion of the data forms, each school returned the instruments to the project office. Self addressed, stamped envelopes were provided by the project.

Each data collection form was reviewed for face validity upon return to the office. Corrections were made at that time. When necessary, the research assistant contacted a school to clarify a question before a correction was made. The corrected data forms were then transmitted to a keypunch operator, and the information was transferred to data cards.

PROCEDURES -- STUDENT SURVEY

The student survey form was based upon an instrument developed in a pilot survey.

Data Collection Instrument

The one sheet form included an introduction, directions, a section to collect background information from the student, qeustions dealing with the student's present status, and questions soliciting opinions. A total of 10,000 survey forms were printed. (See Appendix D.)

Data Gathering

Mailing labels were computer printed, using the data collected from the local education agencies. Two types of labels were prepared, one using the student's name and address, and one using the parent or guardian information.

Mailings were divided into five batches of approximately 300. The first mailing in each batch was sent to the student. Due to logistics, a period of two weeks separated the mailing of each batch. First mailing returns ranged from 17 to 33 percent.

A waiting period of four weeks was observed before a second batch mailing was initiated. Each second mailing was targeted at students who had not replied. Second mailing returns ranged from 4 to 37 percent.

The third mailing was designed to be sent to the parent or guardian of each student who had not yet responded. After a waiting period, a third mailing for each batch was completed. Responses ranged from 3 to 20 percent.

The U. S. Postal Service returned a number of forms due to incorrect adresses. The research assistant contacted local education agencies to obtain corrected addresses. Only 380 of the project's 3,525 students could not be reached due to unknown addresses.

It should be mentioned that a few minor variations from the above procedures did occur in the project, due to logistics. However, it is doubtful these variations in timing had significant impact on the findings.

Upon receipt of the completed forms in the self-addressed, stamped envelope provided, each form was checked for face validity. It is estimated that over 90 percent of the survey forms were returned in a usable form.

Completed survey forms were transmitted to a keypunch operator. The information was transferred to data cards.

RESULTS

The project has provided Vermont with a system for conducting a longitudinal study of career patterns of students who have

completed one vocational course in Vermont, beginning with the first year the modern area vocational center was in operation (1967).

It was found that variations in student data record keeping existed between schools. The 1968 students were the most difficult, on the whole, to identify. The identification of data for shared-time students attending area vocational centers was occasionally a problem.

The project has developed a student data file on a statewide basis which begins with the first year the Vermont area vocational center concept was operationalized.

Names of all students known to have completed one vocational course in 1967, 1968, 1969, or 1970 are on record. Of the 3,925 students identified, addresses were available for nearly 97 percent at the conclusion of the project.

Follow-up data are available for 41 percent of the students identified in this project.

A computer analysis program has been developed which performs a number of the traditional hand functions incurred in a rssearch study of this type. The program will display data in a printed form easily interpreted by non-researchers. This program is transferable to the Vermont State Department of Education computer system.

Data collection forms and procedures have been developed which are effective. The student survey form appears to be valid and reliable. But the researchers suggest additional

experience with the survey form should be gained before the resulting survey data are used in major policy decision making.

The computer program can be used to update mailing addresses, and to print mailing labels.

The computer program can generate student data summaries as follows:

1. All schools, all service areas, all years
2. All schools, all service areas, each year
3. All schools, each service area, all years
4. All schools, each service area, each year
5. Each school, all service areas, all years
6. Each school, all service areas, each year
7. Each school, each service area, all years
8. Each school, each service area, each year

Additional analytical comparisons can be accomplished by writing the appropriate sub-programs.

Each area vocational center was provided a computer listing of the students' names and addresses by year. And a copy of the statewide computer summary for all schools, all service areas, all years, was provided each center. The Division of Vocational-Technical Education, State Department of Education, was provided the same computer printouts as the centers plus a listing of summary data for all schools, each service area, each year. These selected computer printouts are available for review at the Division of Vocational and Technical Education, State Office Building, Montpelier, Vermont.

RECOMMENDATIONS

Simply stated, the major recommendations are as follows:

1. The Vermont State Department of Education should place a high priority on implementing a longitudinal follow-up study of vocational students.
   a. The procedures and data developed in this project should serve as the base for the follow-up study.
   b. Names, addresses, and vocational program data should be collected from local education agencies each year for students leaving school.
   c. The yearly reporting data should be installed in the data base of the longitudinal study.
   d. A statewide follow-up survey should be accomplished at least every three years and not less than once in five years.
   e. The follow-up survey data should be installed in the data base of the longitudinal study.
2. Follow-up data should be interpreted as showing trends in career development patterns, rather than as absolute truths.
   a. Data should be used in conjunction with other appropriate information when policy decision making is anticipated.
   b. Data should be examined to identify possible trends, and the trends validated through more intensive study.
   c. Data should be considered as reflecting what has occurred, and not used as a basis for projecting what will occur.

APPENDIX A

Vermont Schools Included in Project

Code No.	School
011	Barre
013	Lake Region
015	Bennington
020	Bethel
023	Bradford
025	Brandon
026	Brandon (Town)
027	Brattleboro
037	Burlington
046	Chelsea
055	Craftsbury
057	Danville
068	Enosburg Falls
093	Hartford
095	Highgate
100	Lamoille
117	Lyndon
123	Middlebury
132	Morrisville
136	Newbury
139	Newport
169	Bellows Falls
171	South Royalton
173	Rutland
176	St. Albans
179	St. Johnsbury
193	Springfield
205	Thetford
213	Vergennes
247	Windsor

APPENDIX B

L. E. A. Data Collection Forms I and II

Vocational, Technical and Extension Education Department
and
Research Coordinating Unit, Vermont State Department of Education

FORM I
STUDENT FOLLOW-U
LOCAL EDUCATIONA
STUDENT INFORMATION

Report for School Year Ending June 19 (I -2-3) School Reporting _____ (4

	Code	PUPIL NO.	NAME (Last, First, M.I.)	(Street, P. O. Bo
	8 9 10	11	12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
Pupil	1			
Parent	2			
	8 9 10	11	12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35	36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52

nd Extension Education Department
and
, Vermont State Department of Education

FORM I
STUDENT FOLLOW-UP STUDY
LOCAL EDUCATIONAL AGENCY
STUDENT INFORMATION REPORT FORM

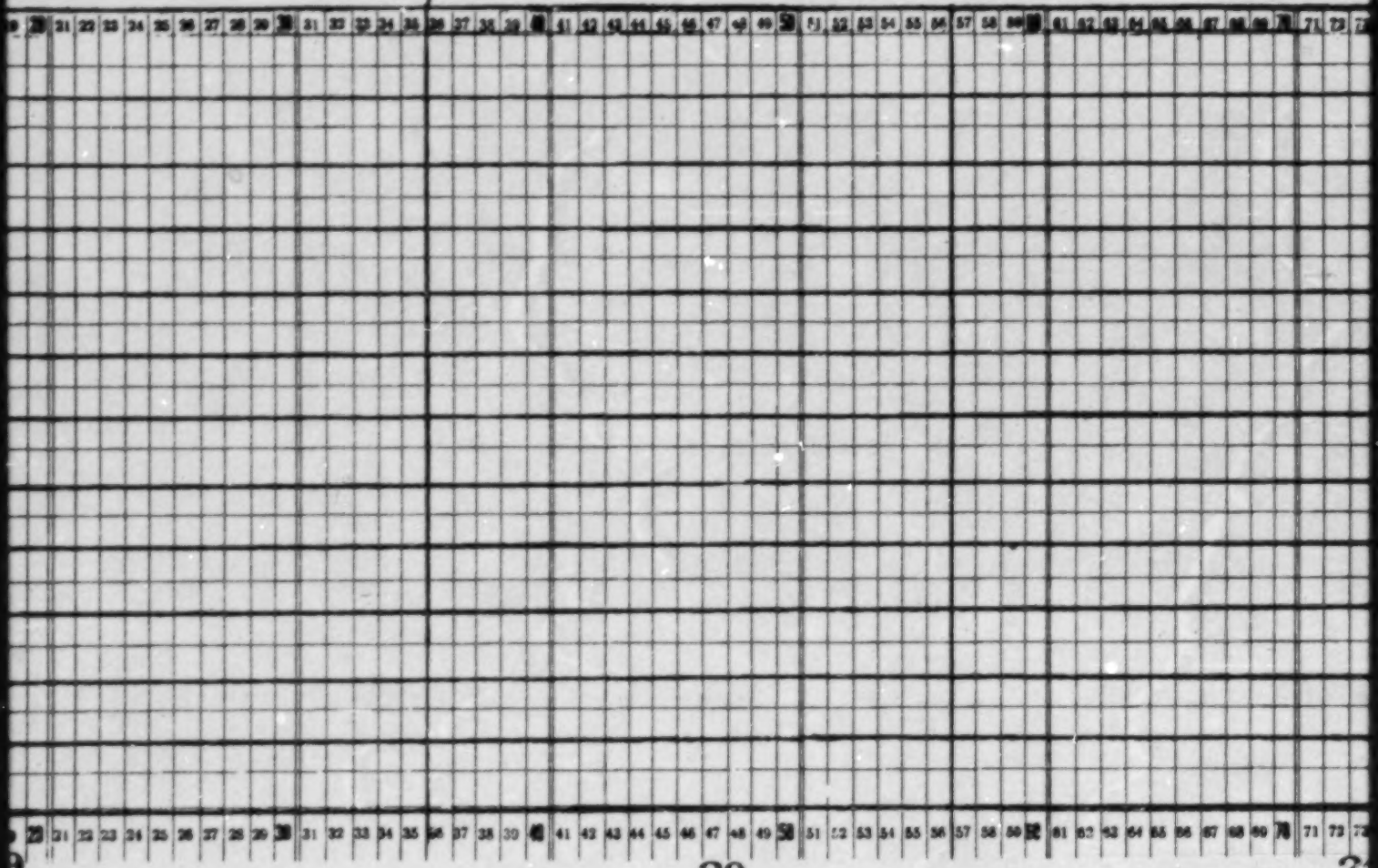
Page ____ of ____ pages

___ Secondary - 1
___ Post secondary - 2

June 19 ___ (1-2-3) School Reporting _____ (4-5-6) ___ (7)

NAME
First, M.I.)

LAST KNOWN ADDRESS
(Street, P. O. Box, RFD) (City, State, ZIP)



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FORM I

STUDENT FOLLOW-UP STUDY

LOCAL EDUCATIONAL AGENCY

STUDENT INFORMATION REPORT FORM

Page ____ of ____ pages

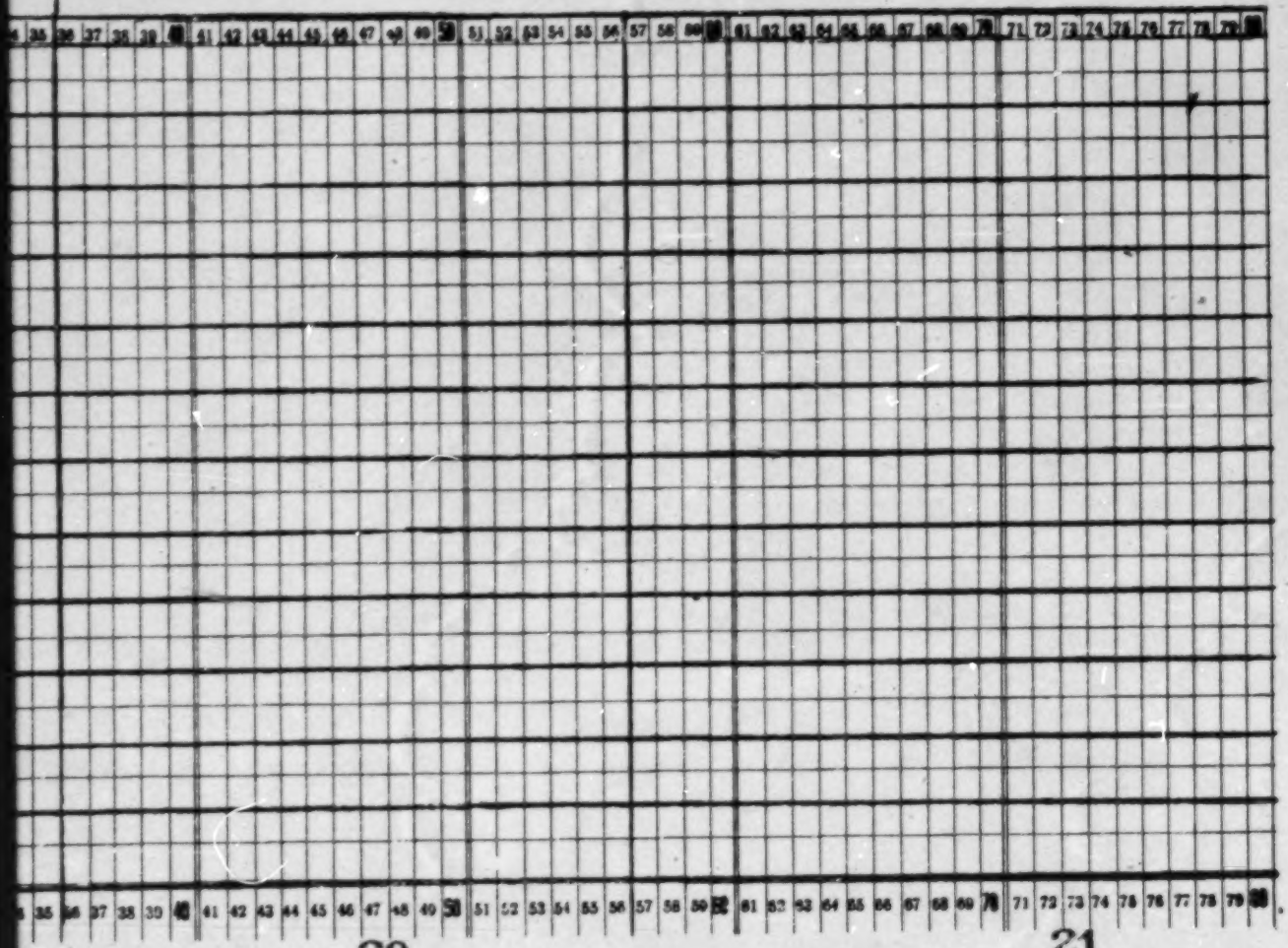
___ Secondary - 1

___ Post secondary - 2

(4-5-6) (7)

LAST KNOWN ADDRESS

(Street, P. O. Box, RFD) (City, State, ZIP)



Vocational, Technical and Extension Education Department
and
Research Coordinating Unit, Vermont State Department of Education

STUDENT FOLLOW-UP
LOCAL EDUCATIONAL
STUDENT INFORMATION F

Report for School Year Ending June 1 9 ___ (1 -2 -3) School Reporting _____

Deck No.	Pupil No.	Code No. ___ USOE Area of Employment for which Pupil Trained (see atached list)	Descriptive title of Training Program	Male - 1 / Female - 2	Fulltime - 1 / Shared - 2	Shared time pupil School code-- Vocational Center	Grad. - Completed Voc. Ed.	Grad. - Dropped Voc. Ed.	Left - Completed Voc. Ed.	Left while enrolled in Voc. Ed.	Left after dropping Voc. Ed.	Left - trans. to another school	Trans. in Vt. (1)Yes ___ (2)No ___	Deceased	NOTE
8	9 10 11	12 13 14 15 16 17	18 19 20 21 22 23 24 25 26 27 28 29	30	31	32 33 34	35	36	37	38	39	40	41	42	43 44 45 46 47 48 49 50 51 52
3															
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8	9 10 11	12 13 14 15 16 17	18 19 20 21 22 23 24 25 26 27 28 29	30	31	32 33 34	35	36	37	38	39	40	41	42	43 44 45 46 47 48 49 50 51 52

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hnical and Extension Education Department
and
ng Unit, Vermont State Department of Education
ear Ending June 1 9 (1 -2 -3) School Reporting _____ (4- 5 - 6)

STUDENT FOLLOW-UP STUDY
LOCAL EDUCATIONAL AGENCY
STUDENT INFORMATION REPORT FORM

(7) Seconda

(7) Post Se

Descriptive title of Traininy Program

Male - 1 / Female - 2

Fulltime - 1 / Shared - 2

Shared time pupil School code--

Vocational Center

Grad. - Completed Voc. Ed.

Grad. - Dropped Voc. Ed.

Left - Completed Voc. Ed.

Left while enrolled in Voc. Ed.

Left after dropping Voc. Ed.

Left - trans. to another school

Trans. in Vt. (1)Yes ___ (2)No ___

Deceased

NOTE: If checked 40 write in name and address of new school.

FORM II

LOCAL EDUCATIONAL AGENCY

STUDENT INFORMATION REPORT FORM

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ducation

porting

STUDENT FOLLOW-UP STUDY
LOCAL EDUCATIONAL AGENCY
STUDENT INFORMATION REPORT FORM

(4- 5 - 6)

(7)

Secondary - 1

Post Secondary - 2

(7)

Grad. - Dropped Voc. Ed.
Left - Completed Voc. Ed.
Left while enrolled in Voc. Ed.
Left after dropping Voc. Ed.
Left - trans. to another school
Trans. in Vt. (1)Yes (2)No
Deceased

NOTE: If checked 40 write in name and address of new school.

FORM II

LOCAL EDUCATIONAL AGENCY

STUDENT INFORMATION REPORT FORM

APPENDIX C

L. E. A. Data Collector's Manual

FOLLOW-UP DATA ON GRADUATES AND DROPOUTS
OF VOCATIONAL EDUCATION

The enclosed forms are instruments for collecting information about pupils who graduated or left school after participating in vocational education, and a 10 percent sample of non-vocational pupils. The information obtained on these forms will be used to conduct a mail survey of pupils.

Hopefully, this project will result in the development of a procedure for collecting necessary data each year on a statewide basis. The data on these forms needs to be furnished by a school only one time. A central agency (UVM or State Department) will be able to establish a data bank which can be used to conduct a one-year follow-up of pupils, and periodic followups at least each five years thereafter.

Each local educational agency will be able to receive reports on their pupils and a statewide summary for comparison. Also, local educational agencies may work with the central agency to have special surveys conducted.

This continuing follow-up capability is essential in Vermont. It should provide important data for local and statewide program planning, budgeting and evaluation.

General Directions

1. Type or clearly print all information in the space provided.

2. Report all pupils who left school during hhe fiscal year (July 1 - June 30) who had enrolled in a vocational education course cometime during grades 9 thru 12. This includes pupils who graduated, left school for reasons other than graduation, completed a vocational education program, and did not complete a vocational program.

3. Report shared-time pupils as well as full-time pupils.

Contact:

John E. Winn
105 Morrill Hall
University of Vermont
Burlington, Vermont 05401

Detailed Directions--Form 1

1. Date of Report (1,2,3) Indicate ending date of fiscal year covered by report. Example: June 1969.

2. School Reporting (4,5,6): Name of your school and code number for your school in spaces provided.

3. Secondary or Post Secondary (7). Check one. Complete separate forms for each.

4. Deck (8): Precoded for you.

5. Pupil (9,10,11): Insert three numbers 001, 002, etc. Each pupil and their parent or guardian receive the same number.

6. Name (12 thru 35): Last name, first name and middle initial for each student. And, last name, first name, middle initial of parent or guardian for each pupil.

7. Last Known Address (36 thru 56): List street number and name, RFD, post office box number of pupil. List same information for parent or guardian--if address is same write in the word 'same'.

8. Last Known Address (57 thru 80): List city, state and zip code. Use approved abbreviation for state. List same information for parent or guardian -- if address is same write in the word "same".

Detailed Directions - Form II

1. The pupil number on this form must correspond with pupil number on Form I (9,10,11).

2. Date of Report (1,2,3): Same as Form I.

3. School Reporting (4,5,6): Same as Form I.

4. Secondary - Postsecondary: Same as Form I.

5. Deck (8): Precoded for you.

6. Pupil (9,10,11): Insert three numbers 001, 002, etc. This number must correspond with the number assigned to the pupil on Form I.

7. Code No. -- U.S.O.E. Area of Employment for which Pupil Trained (12 thru 17): Use only code numbers contained on attached list. For pupils who did not complete a vocational program, use code number which best indicates purpose of course or courses in which enrolled.

8. Descriptive Title of Training Program (18 thru 29): Use local description of program, such as "auto body", "agricultural science", etc. If abbreviation is used, be sure it can be interpreted correctly.

9. Male/female (30): Insert a "1" for male, a "2" for female.

10. Full-time/Shared-time (31): Insert a "1" for pupils enrolled full-time in your school. Insert a "2" if student is "shared-time".

11. Shared-Time Pupil School Code - Vocational Center (32,33, 34): Insert code number for school providing vocational training to shared-time pupil. Use attached code list only.

12. Type of Exit From School (35 thru 42): If pupil

    a. Graduated and completed a vocational training program check (\) column 35 only.

    b. Graduated with some vocational education but not completing an entire vocational program check (\) column 36 only.

    c. Left school without graduating but completed requirements of a vocational training program check (\) column 37 only.

d. Left school while still enrolled in a vocational program but did not complete vocational program and did not graduate check (✓) column 38 only.

e. Left school without graduating and while not enrolled in vocational education but had been enrolled in a vocational education course or courses at one time, check (✓) column 39 only.

f. Left school and transferred to another school while enrolled or after dropping vocational education check (✓) column 40.

g. Transferred to another school in Vermont or out of state make appropriate check (✓) in column 41. If in Vermont please write in name of new school in space provided.

13. Deceased (42): Check this column if it is known that the pupil is deceased.

APPENDIX D

Student Data Survey Form

VOCATIONAL STUDENTS

VOCATIONAL EDUCATION FOLLOW-UP QUESTIONNAIRE
STATE OF VERMONT

University of Vermont and State Department of Education

ear Former Student:

YOUR answers are NEEDED -- YOU will INFLUENCE IMPORTANT DECISIONS made in Vermont. OU have been SELECTED as one of the people who can give your school and the State Department of Education information that will help them make needed changes. Please sit own right now and FILL OUT THIS FORM.

THIS QUESTIONNAIRE MAY BE ANSWERED BY A RELATIVE OR FRIEND WHO CAN SUPPLY THE INFORMATION)

eturn the form to 105 Morrill Hall, University of Vermont, Burlington, Vermont 05401 ostage has been paid for you. THANK YOU.

IRECTIONS: Your answers will be kept confidential.

A. Make only one answer to each question.
B. Answer only questions that apply to you.
C. Please correct the address label if it is wrong.
D. Refold the form and return it in the enclosed envelope.

UESTIONS

(12) 1. Are you employed? Yes ___(1) No ___(2) (If full-time military service)check here ___(3)

2. If you are employed:

(13) a. Is it full-time (30 or more hours per week) ___(1)? Or part-time (less than 30 hours per week) ___(2)?

(14) b. Is your job in the field of your high school vocational education ___(1)? A related field ___(2)? A different field ___(3)?

(15) c. If a "different" field, did your high school vocational education program help you develop this new career interest? Yes ___(1) No ___(2)

(16,17, 18) d. What is your weekly salary (before deductions)? $_____

(19,20) e. How many hours per week do you usually work? _____ hrs.

(21,22) f. In what state are you employed? VT. _____ (99) OTHER _____ ( ) (name)

(23,24) g. How many different jobs have you had since leaving high school? _____(number)

(25,26) h. How many years have you been with your present employer? _____years

(27) i. Are you self-employed? Yes ___(1) No ___(2)

(28) 3. If you are employed part-time, or not employed, is it because you are attending school ___(1)? Cannot find a full-time job ___(2)? Do not want a full-time job because of personal reasons ___(3)?

(29) 4. Are you attending school? Yes ___(1) No ___(2)

(30) a. Have you attended any school or classes since leaving high school? Yes ___(1) No ___(2)

(31) b. If you are attending or have attended any schools or classes, is it a high school adult program ___(1)? Two-year college ___(2)? Vocational, Technical, or Trade School ___(3)? Four-year college ___(4)? Apprentice program ___(5)? Military training school ___(6)?

(Describe _____)

(32) c. Are your studies in the same career field as your high school vocational education ___(1)? A related field ___(2)? A different field ___(3)?

(more on back)

(33) d. If a different field, did your vocational education help you develop this new interest? Yes ___(1) No ___(2)

(34,35) e. In what state did you last attend school? _____

(36) 5. Has your vocational education lead to a better job or a promotion? Yes ___(1) No ___(2)

(37) 6. Has your vocational education lead to an increase in your income? Yes ___(1) No ___(2)

(38) 7. If you have comments you would like to make regarding your vocational education or other parts of your high school program, write them here:

_____

_____

_____

_____